



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Art: The record of the changing landscape in color. Study of individual trees. Painting and modeling of fruits, vegetables and animals. Illustrations of stories in color, chalk, and clay.

Industrial Art: Christmas work.

Dramatic Art: Dramatic presentation of some of the scenes in the travels of Ulysses, as his visit to Circe's Palace. Training in hearing and producing English vowel sounds.

Poem to be studied and memorized: *Time to Go*, by Susan Coolidge.

Music: See Miss Goodrich's Outline.

Manual Training: The Christmas work will be planned and begun in November. The plans will be in the December Outline.

Models of different kinds of wells will be made.

Physical Training: Continue October work.

Fourth Grade

Clara Isabel Mitchell

The work of the Fourth Grade will be a continuation of that outlined in the COURSE OF STUDY for October; woodworking, cooking, weaving, needlework, elementary book-binding, drawing, painting, modeling, care of plants and animals, and field excursions.

The so-called lessons and recitations will be discussions, reading, writing and laboratory experiments planned as helps to the working out of the problems arising in the daily work.

Games, plays, music, and gymnastic drill will be recreative as well as educative.

Cooking: The cooking will be the preparation of corn for the table; parching, boiling, and grinding. The food successfully prepared will be served as part of the morning luncheon.

Book-Binding: Christmas work will begin this month in the making of books containing prints, or original drawings by the children with their own stories and explanations. Paper covers will be designed and decorated by each child to suit his idea of the contents.

Weaving: Basket fiber will be colored with aniline dyes and woven into baskets for Christmas presents.

Woodwork: Wooden calendar frames and wooden boxes and trays for Christmas presents will be made in the shop.

Metal-Working: If experiments in metal-working give satisfactory results, the chil-

dren will commence trays of beaten brass for Christmas gifts.

Sociology and History: Excursions into the city will continue throughout the month for observing the great activities of city life and the people engaged in them. Carrying out the plan indicated in the October outline, the children will learn as much as possible of the lives of the different colonies in Chicago. By means of pictures, stereopticon views, stories, and descriptions they can know also something of the countries from which these people emigrated. This will lead to the question of the cause of emigration to Chicago, a question which can best be understood through the study of Chicago's history, which gives explanation of all colonization from the beginning. The history of Chicago will be studied, therefore, for better understanding of the city we live in, of what it means to its people, and what it may mean. The work in Geography and Meteorology of the previous month having given the background of climate and topography, the class will be prepared to begin the study of history. It is probable that the work already outlined will occupy all of the month; certainly not more will be done than the merest preparatory reading about the aboriginal Indians of the region.

Geography: The Geography following the need of the history lessons will be

stories and descriptions of the sea; pictures of the sea; dangers and uses as a highway for travel; water-routes to Chicago from the countries studied and read about; lives of sea-faring men; pictures of the animal and plant life of the sea; its work in building and wearing away continents. Lessons correlating the geography, history, and sociology of Chicago will connect the corn industries — farming, transportation, milling, baking, buying, and selling — with the children's own experience. These will be given through pictures of the corn regions of the world, railroad and shipping maps, visit to a mill, the board of trade, and a feed-store.

Sewing: Hemming, running, and felling will be taught in making denim book-bags for First Grade children.

Nature Study: As a help to the cooking, the children will learn the iodine test for starch and the heat test for albumen—the chief ingredients of corn. The use of starch and albumen as food for the germinating plant will be studied in the seeds planted in the school-room.

Continuing the observations of the weather conditions of this region, attention will be specially directed to clouds, rain, and snow fall. Experiments in the laboratory will be planned to explain evaporation and condensation of moisture. The November landscape will be painted as part of the weather record.

Arithmetic will be used to make clearer the relationship of heat to evaporation and condensation of water. Equal quantities of water under differing degrees of temperature will be measured for amount of evaporation. The gill, pint, quart, and gallon will be used as measures, also the cubic centimeter and decimeter. Results will be stated in terms of fractional parts and per cents. Accounts of materials and cost will be kept in an account book and made the basis of arithmetic lessons.

Reading and Dramatic Art: Many selected stories and poems appropriate to the Thanksgiving season will be told and recited in the morning exercise by students of all grades. The Fourth Grade will read and dramatize Hiawatha's Fasting as appropriate to the study of corn; they will study the stories and folk-lore of the nations represented in Chicago, among them stories from *Cuore*, as pictures of the school life of Italian boys. They will continue the story of Siegfried as a characteristic Scandinavian myth.

Music: Making of original songs will continue as begun in October. Trade songs will be taught by rote in connection with excursions to the industries of the city.

Songs: *Harvest* (hymn), Songs of Life and Nature, p. 186; *We Plough the Fields*, Eleanor Smith's Songs for Little Children, p. 24; *Wind Song*, Modern Music Series, First Book, p. 94; *The Months*, Modern Music Series, Third Book, p. 174; *Sing a Song of Workshops*, p. 20, *The Blacksmith*, p. 90, Modern Music Series, Primer.

Entertainment: Stories, pictures, drawings, descriptions, songs, games, and plays will be planned as entertainment of other classes to be invited into the Fourth Grade room.

Games and Plays: Directed play will be a part of each day's program; games chosen by the children, sense games suggested or invented by children or teacher; marches, runs, and skips in rhythm; dancing.

Excursions: Excursions will be made to the Art Institute to see the pictures of the artists of other countries, especially those best known and loved by the foreigners of this city; to the Academy of Sciences and Field Museum to see the Indian collections; to shops to see Eastern rugs, pottery, and metal-work; to a shoe-shop, a bindery, and a clothier's sweat-shop, if possible.

Drawing, Painting and Modeling: Stories and subjects of lessons will be illustrated when interesting enough to arouse feeling sufficient for such expression. There will be modeling and baking of primitive dishes like those once made by the Indian tribes of this region. These will be decorated with paints in original designs. Christmas gifts will be decorated with the children's own patterns. Illustrations will be drawn or painted for the

Christmas books which are to be written, with favorite stories or pictures as subjects.

Physical Culture: In the school-room special exercises will be given for improvement of children's standing position; games of hopping, throwing, and jumping, specific training for running, jumping, and vaulting will be given in the gymnasium. The games will be battle-ball and curtain-ball.

Fifth Grade

Willard Streeter Bass

History

Subject: The development of local self-government and of a representative central government in New England.

The Tendency of the Puritans to Settle in Towns. Draw a map showing the sixteen towns founded in Massachusetts before 1634. Consider the causes of the existence of separate towns: (1) Emigration of church congregations in a body; (2) Geographical conditions favorable to commercial independence.

Organization of Town Governments. Consider difficulty of having the towns governed from Boston and the love of the people for independence. Describe the origin of the town meetings in Dorchester and Charlestown. (The children will organize and act out a town meeting, electing the town officers, voting money for highways, schools, etc., and doing other necessary business.)

Dispersive Forces in Massachusetts. Describe the religious intensity of the age, its productiveness, its different religious opinions and intolerance. Show that the Puritans, having come to Massachusetts to found a state according to their interpretation of the Bible, felt compelled to banish all those who held and taught opinions conflicting with the principles upon which their government was established; and show how these differences of opinions and banishments led to the formation of new colonies.

Roger Williams. Tell the story of Williams'

trial and banishment and the founding of Rhode Island.

Joseph Hooker. Describe the rivalry between Hooker and Cotton, the discontent of the settlers at Newtown and their resolve to emigrate to the valley of the Connecticut. Show pictures of and describe the Connecticut valley and their journey there.

John Davenport. Tell how Davenport came to Massachusetts with a party of Londoners, and not finding favorable conditions there, went to New Haven to establish his ideal state.

Maine and New Hampshire. Settlements had been founded in these two states by Gorges and Mason. The religion was in general that of the Church of England, and hence utterly opposed to that of the Puritans.

The New England Confederacy. Draw a map showing the position of the various New England colonies and of the Dutch in New York and the French in Canada. Show that there was danger of attack from both of these and from the Indians as well, and that on account of domestic disturbances little help could be expected from England in case of war; hence the need for a union of the Puritan colonies. Describe the meeting of delegates from Plymouth, Connecticut, and New Haven with those of Massachusetts in Boston, and the formation of the United Colonies of New England. Discuss the importance of this union in itself and as a model for the confederation of the thirteen colonies in 1774 and for the United States.